

CSD 738 EARLY INTERVENTION SUMMER 2023

COURSE OVERVIEW

Human babies are born utterly and completely helpless. They are entirely dependent on other adults in their environments for food, shelter, comfort, love, mobility, and stimulation. Infants spend their first weeks transitioning from a cozy, buoyant environment in which light, sound, and temperature are consistently regulated to...BOOM!!!...the noisy, bright, chilly, exciting, and over-stimulating world. During their first year these babies are climbing a steep learning curve as they learn how to cry, eat, hold their heads up, sit up, grasp, attend, laugh, vocalize, stand, crawl, and walk. The next two years are spent refining skills of locomotion, fine motor precision, verbalization, thinking, and memory. Throw in the art of using utensils to eat, peeing in a potty, sharing a favorite toy, and learning to behave and it's no wonder than whining and tantrum-throwing are hallmarks of toddlerhood. It's a tough job!

In this course you will be learning about the multi-faceted and interconnected developmental milestones that occur during the first three years of a child's life. You'll appreciate the significant role that family and environment play in that development and you'll learn skills to assess and treat communication disorders in infants and toddlers. You will also review and evaluate current literature and special topics that inform best practice in the transdisciplinary early intervention settings, including NICU, home, clinic, and daycare/preschool. We will do these things through class discussion, small group work (including role play, test critique, and brainstorming), analyzing videos, reading and evaluating current research, and case study review.



COURSE INFO

Thursday and Friday,
July 20 - August 11
8:00 am-12:00 pm
CPS 024

INSTRUCTOR INFO

Pamela Terrell, Ph.D., CCC-
SLP

CPS 034

pterrell@uwsp.edu

OFFICE HOURS

Thursdays, 12:30-2:00
pm or by appointment

Course Outline

(subject to change as needed)

Dates

Topics & Readings

Week 1: July 20-21
Foundations

Thurs: Syllabus and course overview; EI background and models; EI law; attachment; Milestones and development

Fri: Theories of language acquisition; assessment-- components of an evaluation and RBI; practice video analysis;
Special Topic: Hearing Impairment (9:00 am)

Week 2: July 27-28
Assessment; Play
Online

Thurs: *The Science of Babies* documentary; **Special Topic: Bilingualism (Zoom @ 10:30)**; Play; **Law and Development Quiz**

Fri: **Reading Circle 1; Diagnostic Teams and Video Analysis** (routines-based interview; *REEL-4*; play/interaction analysis)

Week 3: August 3-4
Intervention; IPP

Thurs: Interprofessional practice with PT/AT students--social determinants of health; IFSP; considerations in intervention;
Reading Circle 2

Fri: Family dynamics; parent coaching model; **Video Analysis Reading Circle 3; Special Topic: Foster Care (9:30 am)**

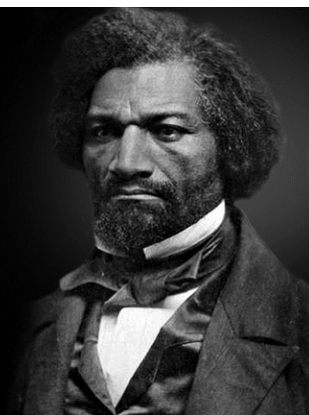
Week 4: August 10-11
Literacy; NICU

Thurs: Parent coaching/intervention; emergent literacy;
Reading Circle 4; Video Analysis

Fri: NICU; B-3 Panel; wrap-up; **Special Topic: Infant/Toddler Feeding; IFSP Outcomes**

It is easier to build
strong children than
to repair **broken men.**

– Frederick Douglass



Big Ideas and Learning Outcomes

(Think like an anthropologist)

1. The first three years of life are critical times of significant growth and development across physical, cognitive, motor, linguistic, play, and social-emotional domains.

(ASHA III-C, 1, 2D-G)

- a. Describe, identify, and evaluate the linguistic, cognitive, play, social-emotional, and motor development in typically developing infants and toddlers
- b. Identify, describe, compare, and contrast typical and atypical development within all domains in infants and toddlers
- c. Appreciate the notion of a continuum of learning and synthesize this learning continuum in the early years across all domains

2. Family, environment, socio-economic status, and parental education level can significantly affect the growth and development of infants and toddlers.

(ASHA IV-G1, 1e; ASHA IV-G3, 3c; ASHA III-D, 2, 3; ASHA IV-G1, 1^a; ASHA III-C, 1, 2D-G)

- a. Understand and explain the role of families and caregivers in early intervention using a coaching model
- b. Appreciate and appraise the impact of poverty, educational level, stress, addiction, and family dysfunction upon the development of young children
- c. Acknowledge caregivers as key members of the intervention team and discuss clinician-caregiver dyad.

3. It takes a transdisciplinary team to identify infants and toddlers at-risk or with disabilities and then to design and implement a comprehensive intervention plan.

(ASHA III-D, 1-3; ASHA IV-G2, 2a; ASHA III-D 1; ASHA IV-G1, 1b; ASHA IV-G2; ASHA IV-G3, 3c)

- a. Compare and appraise a variety of assessment approaches and criterion-referenced/standardized protocols use in the diagnosis of communication disorders in infants and toddlers
- b. Explain, select, and be able to implement a variety of strategies in the treatment of infants and toddlers with communication disorders
- c. Learn about and describe the role of a speech-language pathologist in the Neonatal Intensive Care Unit
- d. Familiarize yourself with state and federal legislation pertinent to early intervention services in Wisconsin.

4. You must stay current with the literature in your field, develop your personal philosophy of language learning, and be a lifelong learner to be a successful speech-language pathologist.

(ASHA III-D, 1-3)

- a. Analyze and critique peer-reviewed journal articles
- b. Formulate and justify personal opinions about current "hot topics" in the area of early intervention
- c. Provide a rationale for every diagnostic and intervention method that you implement
- d. Facilitate and moderate a thought-provoking group discussion

Assignments

1. **Developmental Milestone and Law Quiz:** You will take an online quiz to review cognitive, motor, and language milestones in the first three years of life. A solid understanding of these milestones will be a foundation for this course. (1a, b, c; 3d)
2. **Reading Circles Discussion Group (x4):** You will be in the same reading circle for the entire semester, but will rotate through one of four roles for each meeting. (2b; 3a, b; 4a, b, d)
3. **Video Analysis (x2):** You will critically analyze and interpret assessment, therapy, family interaction, and/or play videos. (1a, b, c; 3a, b; 4b)
4. **Special Topics:** You and a small group will do additional reading on a related, special EI topic. You will provide notes on important concepts and then take the lead in a class discussion or interviewing a guest speaker. (1a, b, c; 2b, c; 3c)
5. **IFSP:**
 - a. You will write a brief IFSP evaluation as a trio. (1a, b, c; 2c; 3a, d; 4c)
 - b. You will individually develop one learning outcome. (1a, b, c; 2a, c; 3b, c; 4b, c)



**The newborn llama sits by her mama, already expert in llama ways:
Legs tucked under, neck held high, motionless head, open eye.**

**My baby brother clings to mother; can't sit beside her—can't even sit.
Can't focus his eyes, just wiggles and cries, doesn't look like her—not one bit.**

**Why are llamas born ready to run?
Why do humans come out "undone?"**

National Wildlife Federation

Grading Scale & Competencies

This course will be modeled on the premises of "competency-based education" (CBE). CBE is an approach:

- in which students advance by achieving competencies at their own pace
- where competencies are based on ASHA standards and measured by course learning outcomes.

In a nutshell, you will have CSI assignments, quizzes, and other coursework with competency rubrics used for assessment. These will be graded as "competent" or "not yet competent." When you meet all of the competencies for that activity you have passed. You can redo the assignment (or portion of the assignment) as many times as it takes. Competencies will include head (knowledge), hand (clinical application), and heart (interaction, counseling) learning. It is my hope that this approach will decrease stress, increase academic "risk-taking," and result in deeper, meaningful, and personalized learning.



Even when freshly washed
and relieved of all obvious
confections, children tend to
be sticky.

Fran Lebowitz

Course Policies

Disability Accommodations: Students with documentation through disability services will be accommodated. I have worked hard to make all materials accessible to screen-readers and have added closed-captions where possible. I will use automatic subtitles during class. However, I'm only human and may have missed something. If I am not adequately meeting your accommodations, please let me know so I can adjust accordingly. If modifications are required due to a disability, please inform me and contact the Disability Resource Center to complete an Accommodations Request form. Phone: 346-3365 or Room 108 in the Collins Classroom Center.

Attendance: Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I would encourage to connect with a classmate early in the semester who can be a resource for you if you are sick or otherwise miss class. Note that properly worn (covering nose and mouth) face coverings are required to attend class. A Zoom option will not be provided except in special circumstances.

Emergency life events (family illness, births, transportation problems, etc.) happen. Attending a wedding and going on vacation are not emergencies or excused. If it is an emergency and you cannot notify me prior to class, let me know as soon as possible. If you miss class due to illness, I do not need a doctor's excuse.

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" here

Academic Integrity: Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined here.

Student Supports

Any student who faces challenges securing their food, housing, safety, healthcare or other crisis and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so, so that I can direct you to relevant campus resources (e.g., food pantry, counseling center, etc.). I am also posting resources in a module on Canvas. I am happy to assist you with issues beyond the classroom if I can and will maintain confidentiality. I want you to succeed.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Safety and General Support: Dean of Students Office, 212 Old Main, ext. 2611

Health: Counseling Center, Delzell Hall, ext. 3553

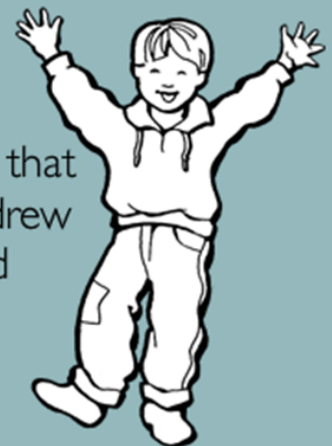
Health Care, Delzell Hall, ext. 4646

EMERGENCIES

- In the event of a medical emergency, call 911 or use red emergency phone located in clinic hallways. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, proceed to CSD Clinic hallways downstairs. Avoid wide-span rooms and buildings.
- In the event of a fire alarm, evacuate the building in a calm manner. Meet in front of HEC building. Notify instructor or emergency command personnel of any missing individuals.
- Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.



Remember the day
you brought me
home and you were
filled with joy? Go to that
place because I just drew
all over the walls and
shaved the dog.



your  cards
someecards.com